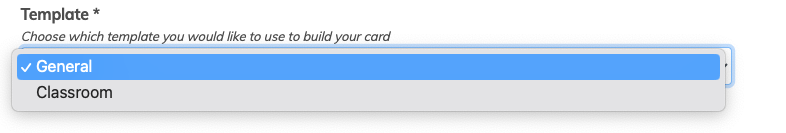
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| **Read Me First**    **Creating a Card?** You’re in the right place! Use this document to help you create your card. See also [CARDS 101](https://engineeringunleashed.com/card/1705) for helpful tips and example cards. Use the template below to draft your card offline.  **Watch your font.** Use one of these best practices:   * **Are you typing in the card from scratch?** Use the card’s Rich Text Editor to enhance your content with bullets, lists, headings, and more. * **Are you using content from Word, Google, or another word processing program?** First copy it into a text file like NotePad to remove all the formatting. Then copy that content from Notepad into the card as you work through it. Use the card’s Rich Text Editor in each section to add bullets, numbered lists, headings, and more. * You can also **create a Word or Google document to mimic the card** - such as using the template below - so you have a saved version of the content. After that, copy & paste the content into a text file like Notepad. Then copy that content from Notepad into the card. Use the card’s Rich Text Editor in each section to add bullets, numbered lists, headings, and more.   Why all this copying and pasting? Word and Google contain hidden formatting that can make your card look like it has a bunch of different styles! Starting from the simplest stage you can will save you time after the fact.  Speaking of saving time…  **Save early, save often!** While editing your card, **click that Save button frequently**. If you let the page sit for too long, conduct loads of edits, and only click Save at the end, you could get an error as the page may have timed out. Your time is too valuable to be stuck redoing a card. Save!  **Content.** Consider your audience: Write your card so other faculty can easily understand it and be able to use the ideas and materials you’re sharing.  **Collaboration:** When you first create a card, add yourself as the author. Then add as many other authors as you wish. Editors can help you build or check over the card. Once you add another author/editor, click save to have them receive notifications and be able to access the card.  **Quality assessment**. Community Catalysts (ComCats) developed a [rubric to assess the quality of cards](https://docs.google.com/spreadsheets/d/15QiVVTMNn8oU6LrLkiUzkUSWjidkCVmNGZQccdgz0Bk/edit#gid=1944379308). You can use it at any time yourself to help create your card. You can also opt in to the card review process that is built into each card on EngineeringUnleashed.com.  Generally speaking, the card review process looks at:   * **Replicability.** Card provides details on activity, lesson, resource, etc. and includes supporting materials that allow other faculty to replicate what is being shared. * **Technical Content.** Technical content is included, is sound, is reinforced by EM, grounded in best-practices, AND includes high-quality supporting files, documentation, and/or models. * **Communication.** Card is well organized, easy to read, and written for faculty. * **Pedagogy.** Research-based best practices in pedagogy are included. * **Assessment**. Intervention has been deemed effective; includes information to assess EM and other learning. |

**Card Creation Template**

**Start with a Template:** Ask these questions to pick:

* Are you sharing content not related to classroom instruction?(ie programmatic implementation, extra-curricular activity, approach to industrial advisory boards, etc)
  + Choose the General template.
* Are you sharing content for a class or course?
  + Choose the Classroom template.
  + This template adds fields such as Time and Materials. You'll see these below.

You can update existing cards to the Classroom template!



**Add a Card Title:** Title is clear and conveys the "what" of the card.

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**Select a Featured Image:** The image is another way to draw people into your card. Aim for a picture directly tied to your content.

* Use rectangular photos that are wider than they are tall.
* Engineering Unleashed provides a selection of stock photos.

**Write a Short Summary:** The summary is short (160 characters) and includes key details that allow the reader to easily determine if the card is something they want to read.

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**Classroom Template (If you Selected Course):** Include tips and information specific to the activity, such as how to implement it and what it covers.

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**Materials (Classroom template):** List items that would help others implement your activity or replicate your concepts.

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**Prerequisites (Classroom template):** List courses that should be completed or knowledge/skillsets people should have before doing your activity.

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**Time (Classroom template):** This field is for the total time your activity takes. Use the Description box to add context. Select only one.

* 5 to 10 minutes
* 15 to 30 minutes
* 45 to 90 minutes
* One week
* Two weeks
* Three weeks
* Four to eight weeks
* Trimester
* Semester

**Description:**

The description can be supported by supplemental materials (course documents, references etc) but should address the following:

* Includes all key "Who" implementation details such as class level (first-year, sophomore, junior, senior, grad) and student work context (teams of X, individuals)
* Includes all key "Where" implementation details such as class context (online, in lab, as homework) and where in the curriculum the activity falls (before/after certain topics, early in the term? late? Semester long)
* Includes all key "What" implementation details such as lesson context (what pre-knowledge do students need, what pre-work should they have done), descriptions of applicable slides/handouts, what, exactly, the activity or project entailed (instructor's role, student work expectations). Includes description of the folders and their contents.

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**Youtube Video Link:** Do you have video content that supports your content? Share it here.

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**Instructor Tips:** Instructor tips incorporate expert insight from the instructor's experience with the card content. This might include:

* Lessons learned from prior implementations,
* Examples of formative feedback or prior knowledge students need to be successful,
* (+) (-) (Δ) of what happened with a particular intervention ([see this card](https://engineeringunleashed.com/card/1114)),
* Other nuggets of information that would make implementation easier

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**Learning Objectives:** Learning objectives are clear and measurable. Includes objectives with explicit links to EM.

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**Assessment:** What tools or forms of assessment did you use to measure student learning? Add details and be sure to reference any attached files you uploaded to your card.

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**Engineering Disciplines:** Select up to three disciplines your card content pertains to. If you are sharing content that is broadly applicable to all disciplines (including non-engineering disciplines), select Comprehensive. If you are sharing content that is connected to all engineering disciplines, select All Engineering Disciplines.

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**Card Category:** This is a way to showcase what your content should be used for. For example, if you are sharing information about an approach to a Statics course, select Classroom & Courses. You can select up to two broad categories here. These can be used for searching and filtering cards.

Campus & Outreach

Classroom & Courses

Co-Curricular & Extracurricular

Engineering Unleashed Resources

Professional Learning

Workshops & Events

**Tags & Keywords:** Type in tags or keywords that relate to your card’s content here. This structure allows others to search and filter for cards based on this information. The recommendation is 5-7.

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**Link to EML:** EM is explicitly integrated in the card description and in supporting materials. Appropriate C's are selected and it is clear why they are included and how they are implemented. Not all C’s should be selected - focus on the ones that are primary and/or have a strong connection to the content you are sharing. *Tip: Include a rubric to showcase how you assess EM.*

Entrepreneurial Mindset section instructions: Check one or more of the boxes below. You can also include text explaining your choices in each C’s field. These text fields appear once you select one of the learning outcomes associated with each of the C’s.

**Curiosity**

* Demonstrate constant curiosity about our changing world

Justification/Explanation:

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* Explore a contrarian view of accepted solution

Justification/Explanation:

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**Connections**

* Integrate information from many sources to gain insight

Justification/Explanation:

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* Assess and manage risk

Justification/Explanation:

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**Creating Value**

* Identify unexpected opportunities to create extraordinary value

Justification/Explanation:

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* Persist through and learn from failure

Justification/Explanation:

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**List Skillsets:**

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**References:** This should include references used/cited and acknowledgments. Reference papers/articles could be shared as part of supporting documents in the Folder.

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**Folders:** Folders include all relevant information that a reader might need to adapt the information in the card (slides/handouts, student artifacts, grading rubrics). Folder structure, description, and labeling system are logical and clear.

**Related Cards:** Link to other cards that inspired the content of your card, have connected content, or have information that readers of your card should pay attention to. This section behaves the same way as the folders section above, where you can create many different folders of related cards, and provide a description of what each grouping of related items pertains to.